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ABSTRACT

A survey was undertaken of the 50 states to learn the methods and formulas used by each to calculate full time equivalency student enrollment in colleges and universities. The data collected are analyzed and compiled by state, and the need for a common method discussed. A cursory review of the literature revealed that major inconsistencies exist among the various states and that the guidelines provided by the federal government are extremely vague; federal legislation seeking regulations of formulas has not passed. (Author/MSE)

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The University of Tennessee at Chattanooga

- ED160013

CALCULATION OF FULL-TIME EQUIVALENCY ENROLLMENT IN FIFTY STATES

by

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Charles M. Temple

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NATIONAL INSTITUTE OF EDUCATION

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HE 010 479

CALCULATION OF FULL-TIME EQUIVALENCY ENROLLMENT IN THE FIFTY STATES

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The University of Tennessee
at Chattanooga

November 16, 1976

CALCULATION OF STUDENT ENROLLMENT IN THE FIFTY STATES

One major difficulty encountered in higher education today is the inability to make meaningful comparisons of student enrollment among institutions. This problem exists because there is no common method of computing enrollment in the nation except by a headcount method. However, the headcount method is normally not used in explaining enrollments; instead students are accounted for by utilizing full-time equivalency (FTE) formulas. These formulas vary among the individual states, thus causing inconsistencies in making comparisons where different standards are employed. The inconsistencies in the FTE standards permeate from the federal government to the regional, state, and institutional agencies. Normally, the calculations made within a state are based on a common definition which allows for meaningful comparisons between institutions. However, this is not true on a national or regional level where a variety of standards are employed by individual states.

The purpose of this study was to survey the various methods used by the individual states to calculate full-time equivalency student enrollment. The data collected were analyzed and compiled by individual states; then a discussion was presented on the need for a common method for making meaningful regional and national comparisons.

A cursory review of the literature revealed that major inconsistencies exist among the various states and that the guidelines provided by the federal government were extremely vague. A major reason for the prevalence of these inconsistencies was the fact that no significant amount of

federal financial assistance has been directly related to how individual states compute their student enrollment. The financial significance of these inconsistencies was revealed in 1971 when Congresswoman Edith Green proposed an educational bill which would have granted federal aid to colleges and universities based on the full-time equivalent of part-time student enrollment. This bill would have authorized a new program of general aid to colleges and universities as follows:

> Two-thirds of the funds available for this program would be channeled to colleges and universities as general assistance. Each college and university would receive $100 for every student enrolled full-time (plus the full-time equivalent of part-time enrollment) in the first two years of the undergraduate program, plus $150 for every student enrolled full-time (plus full-time equivalent of part-time enrollment) in the last two years of the undergraduate program, plus $200 for every graduate student enrolled full-time (plus the full-time equivalent of part-time graduate enrollment).
>
> In order to give additional help to smaller institutions, the program would also provide an additional $300 per student for each of the first 200 students and an additional $200 for each of the next 100 students.[1]

Had Congresswoman Green's bill passed, it quickly would have become apparent that the method used by individual states in calculating their FTE would significantly affect the amount of funds each state would receive from the federal government. However, the bill failed to pass; and inequitable FTE comparisons continue to be made among the various states. In many instances, these comparisons are the basis upon which important financial and philosophical decisions are made in higher education. Furthermore, these decisions are made without the acknowledgement of or the means to make adjustments for the fact that the comparisons may be inaccurate. It has been only in recent years that agencies have begun to acknowledge the inconsistencies of

accounting for students. A recent statement which appeared in a publication from the American Association of State Colleges and Universities (AASCU) succinctly expressed the difficulty of comparing enrollments.

> According to the AASCU study, FTE undergraduate enrollment increased 5.6 percent in member institutions and FTE graduate enrollment increased 8.2 percent. (These figures are somewhat higher than those recently reported by the National Center for Educational Statistics. NCES reported that total enrollment at AASCU-type institutions increased 5.7 percent. Differences between the results of the two surveys might be explained by the smaller AASCU sample, 245 responses from 320 members, and definitions of enrollment.)[2]

As mentioned previously, this laxity of computing FTE by a standard method can be attributed to the failure of the federal government to define FTE succinctly. Biennially, the United States Department of Health, Education, and Welfare (HEW) requests each institution to submit a report entitled, "Higher Education General Information Survey (HEGIS)" in which the institutions provide opening fall enrollment figures. The method of calculating FTE for the HEGIS report in 1972 was defined as follows:

> Adjusted Headcount Method. Full-time equivalent enrollment equals the headcount of full-time students plus one-third the headcount of part-time students.
>
> You may use the above method or any other method of calculating full-time equivalent enrollment most appropriate and/or convenient to your institution.[3]

In effect, this definition allowed the institutions to report data in any manner which they deemed appropriate. Some states, such as Tennessee, used two methods: one for reporting to HEW and another for reporting within the state. In the 1975-76 HEGIS report, HEW changed its definition of full-

time student. This method was defined as follows:

> Classification of enrollment by attendance status: A full-time student is one where academic load in terms of course work or other activity (such as thesis, research, or required teaching) is at least seventy-five percent of the load normally required of such students. A part-time student is one who is carrying an academic schedule of less than three-fourths the normal load.[4]

The definition used by HEW is somewhat similar to definitions that have been proffered by various other agencies or authors. Halstead, in his text recently published by HEW, defined full-time equivalent enrollment as essentially a corrected headcount. He further stated:

> Full-time equivalent enrollment is computed by the formula used by the National Center for Educational Statistics, U. S. Office of Education; namely, full-time degree credit enrollment (Full-time students are those carrying at least seventy-five percent of a normal student-hour load or fulfilling other requirements, such as writing a thesis), plus .333 x part-time degree plus .568 x enrollment, in occupational or general studies programs not generally creditable toward a bachelor's degree. All enrollment figures, recorded during the fall, include both resident and extension students.[5]

A few authorities are cognizant of the ambiguity of the various definitions of FTE. The Handbook of College and University Administration contains the following statement:

> Roster enrollments are used instead of FTE, because the use of ratios of SCH (Student Credit Hours) adjusts for part-time students without introducing the ambiguities of defining FTE students.[6]

Unfortunately, these definitions do not clarify the problem; in fact, they further emphasize the inconsistency that occurs because concise definitions are not provided. The problem is further compounded by the lack of a definition of academic load or normal student hour load.

The purpose of this study was to compile data from the fifty states, analyze this data, present the data provided by the states, and recommend a possible means of comparing FTE definitions, thereby eliminating some of the ambiguities which exist.

Methodology

Educational indices were used to identify state governmental agencies (Appendix A) which are responsible for determining statewide policy on calculating FTE for students. The fifty states and the District of Columbia were surveyed. It was assumed that these agencies represented all public higher education institutions in their respective states. It also was assumed that while these agencies were not responsible for private institutions of higher education, their replies would be applicable to the private sector. An instrument (Appendix B) was developed which asked several specific questions directed at identifying how each state coordinating agency calculated FTE's within their state. Responses to the questions concerning calendar systems used, methods of converting FTE's from different calendar systems to a single base, and respondents' wishes to receive copies of this study are not addressed in this paper. A letter (Appendix C) of explanation was attached to the questionnaire explaining the reason for the study and asking the agency's assistance in completing the study. A three-week time frame was allowed for the agencies to reply, and those agencies which had not replied were sent an additional questionnaire and a revised letter soliciting their assistance. After the data had been collected, an analysis was made to identify the major differences among the methods used to compute FTE's within the United States. A preliminary copy of the data was distributed to each state and they were

asked to make corrections relating to their state if needed. A brief description of the methods used by each state is presented (Appendix D) followed by a discussion of the lack of a method for nationally comparing FTE's as defined by the individual states.

The original document requesting information was mailed on March 23, 1976, to the fifty-one coordinating agencies previously mentioned. Three weeks later, twenty-eight state agencies had replied; and a second questionnaire was then mailed. A total of forty-nine replies was received as a result of these two requests. An indepth analysis of the replies revealed that there were considerable differences among the FTE formulas reported. Furthermore, no consistent pattern emerged which could be easily recommended as a national standard. Table 1 depicts the responses from the agencies which are grouped into the three categories assessed by the questionnaire. Table 2 shows these replies from states in the Southern Regional Education Board. Appendix D includes brief written statements returned with the questionnaires. When an agency included material supporting their reply or provided materials in lieu of completing the questionnaire, this is also noted in Appendix D.

Conclusion

This research substantiated the primary thesis that a major discrepancy exists in calculating full-time enrollment on a nationwide basis. It raises considerable questions as to how regional comparisons can be made of financial data in higher education when one of the bases (FTE) for the data is not standard. It was also apparent from this study that a simple conversion formula could not be developed which would provide meaningful comparisons nationally or regionally. Furthermore, certain influencing

factors make it difficult to determine FTE enrollment within an individual state. For example, some states use different methods to compute FTE in the various types of institutions such as community colleges and four-year institutions.

An analysis of the data revealed that the greatest discrepancy in calculating FTE existed in the area which has the highest cost per FTE--graduate studies. In the majority of states, total graduate FTE's were derived by dividing the number of graduate hours produced by a numeral which represents a standard FTE for a particular institution or state. The divisors used by the states varied considerably. The two most common divisors were nine and twelve. However, considerable differences in the determination of graduate enrollment were indicated by the wide variety of divisors (6, 7, 8, 9, 12, and 15) which were reported in calculating graduate FTE. It is apparent from the significant differences among the divisors reported that a state which used six or seven as a divisor in calculating graduate FTE would receive a considerable advantage if national funds were allocated on graduate FTE's produced. Equally important in analyzing graduate FTE is the credit assigned to thesis and dissertation work within an institution. Some states award credit hours for thesis and dissertation work thus generating graduate credit hours and eventually FTE's. However, a few states give no credit for thesis or dissertation work and therefore restrict their overall credit hour generation.

There appeared to be a smaller difference among the reported methods of calculating undergraduate FTE's throughout the nation. Again, basically FTE's were calculated by taking the total number of undergraduate hours generated and dividing by a numeral which is considered to be a standard credit course load taken by an average full-time student. The

most common divisors used in calculating undergraduate FTE's were twelve and fifteen. Where replies distinguished between community/technical institutions and four-year/university institutions, the community colleges more often used the numeral fifteen as a divisor while the universities predominantly used twelve as a divisor. Some states made no distinction between the undergraduate and graduate credit hour divisor and divided all credit hour production by fifteen.

In conclusion, it must be stated that an economic impetus, such as the Green proposal, will probably be required before the states will fully acknowledge the value of, and develop a national standard for computing FTE. However, the data supplied indicated that several states were currently in the process of evaluating or revising their methods of calculating FTE's. In-state financial comparisons based upon a common definition and method of calculating FTE can continue to provide valid comparisons of enrollments among institutions within a state. However, until standardization of FTE definicions occurs on a nationwide basis, careful and thoughtful analysis must be made of data which use the FTE as a part of the basis for comparison.

Table 1

Respondents' Classifications of Methods Used to Calculate Full-Time Equivalent Enrollment

(1)	(2)	(3)		(4)*
Alabama	Florida	Arizona	Mississippi	Alaska
New Hampshire	Hawaii	Arkansas	Nebraska	Delaware
	Indiana	California	Nevada	
	Massachusetts	Colorado	New Jersey	
	Missouri	Connecticut	New York	
	Montana	District of Columbia	North Carolina	
	New Mexico		North Dakota	
	Oklahoma	Georgia	Ohio	
	Tennessee	Idaho	Oregon	
	Vermont	Illinois	Pennsylvania	
	Virginia	Iowa	Rhode Island	
		Kansas	South Carolina	
		Kentucky	South Dakota	
		Louisiana	Texas	
		Maine	Utah	
		Maryland	Washington	
		Michigan	West Virginia	
		Minnesota	Wisconsin	
			Wyoming	

Key

The states were grouped into three categories which reflect their responses to question number one of the questionnaire (Appendix B). The question was stated as follows:

1. What method does your state higher education commission use in calculating student FTE?

____(1) A full-time student is one who is enrolled for at least 12 credit hours. Total part-time student credit hours are divided by 12, and the resulting quotient is added to the number of full-time students.

____(2) Total student credit hours are divided by 12 for graduate and professional students and 15 for undergraduate students.

____(3) Other methods - please explain in detail and define terms such as full-time student, part-time student, etc. (These methods are reported in Appendix D)

____(4)*These states did not reply to the questionnaire.

Table 2

Respondents' Classification of Methods Used by States in the Southern Regional Education Board to Calculate Full-Time Equivalent Enrollment

(1)	(2)	(3)
Alabama	Florida Tennessee Virginia West Virginia	Arkansas Georgia Kentucky Louisiana Maryland Mississippi North Carolina South Carolina Texas

Key

The states were grouped into three categories which reflect their responses to question number one of the questionnaire (Appendix B). The question was stated as follows:

1. What method does your state higher education commission use in calculating student FTE?

   ____(1) A full-time student is one who is enrolled for at least 12 credit hours. Total part-time student credit hours are divided by 12, and the resulting quotient is added to the number of full-time students.

   ____(2) Total student credit hours are divided by 12 for graduate and professional students and 15 for undergraduate students.

   ____(3) Other methods - please explain in detail and define terms such as full-time student, part-time student, etc. (These methods are reported in Appendix D).

FOOTNOTES

[1]Joseph M. Hockstein, ed. "Major Congressional Action, Higher Education," Congressional Quarterly Almanac, 1971, XXVII (Washington: U. S. Government Printing Office, 1972), 592.

[2]American Association of State Colleges and Universities, "Enrollments Up," AASU Memo, (December 15, 1975), p.5.

[3]U. S. Department of Health, Education and Welfare, Opening Fall Enrollment in Higher Education, 1972 of Higher Education General Information Survey, O. E. Form 2300-2.3. (Washington: U. S. Government Printing Office, 1972).

[4]U. S. Department of Health, Education and Welfare, Upper Division and Post-Baccalaureate Enrollment by Degree Field, Fall 1975 of Higher Education General Information Survey, O. E. Form 2300-2.9 (Washington: n. n., 1975), p. 3.

[5]D. Kent Halstead, Statewide Planning in Higher Education (Washington: U. S. Government Printing Office, 1974), p. 62.

[6]Asa S. Knowles, ed., Handbook of College and University Administration (New York: McGraw, 1970), p. 360.

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Hockstein, Joseph M., ed. "Major Congressional Action," Congressional Quarterly Almanac, 1971. XXVI Washington: U. S. Government Printing Office, 1972.

Knowles, Asa S., ed. Handbook of College and University Administration. New York: McGraw, 1970.

U. S. Department of Health, Education and Welfare. Opening Fall Enrollment in Higher Education, 1972 of Higher Education Federal Information Survey. O. E. Form 2300-2.3. Washington: Government Printing Office, 1972.

U. S. Department of Health, Education and Welfare, Upper Division and Post-Baccalaureate Enrollment by Degree Field, Fall 1975 of Higher Education General Information Survey. O. E. Form 2300-2.9. Washington: n. n., 1975.

APPENDIX

APPENDIX A

STATEWIDE* BOARDS OF HIGHER EDUCATION

ALABAMA

Vocational Education and Higher
Education Division
Higher Education Commission
887 State Office Building
Montgomery 36104

Alabama Commission on Higher Education
1504 Union Bank Building
60 Commerce Street
Montgomery 36014

ALASKA

Board of Regents
P. O. Box 2152
Anchorage 99501

ARIZONA

Arizona Board of Regents
State Education Building, Suite 121
1535 West Jefferson
Phoenix 85007

State Board of Directors for
Community Colleges of Arizona
1535 West Jefferson, Room 123
Phoenix 85007

ARKANSAS

Department of Higher Education
401 National Old Line Building
Little Rock 72201

CALIFORNIA

California Postsecondary Education
Commission
1020 12th Street
Sacramento 95814

COLORADO

Colorado Commission on Higher Education
719 State Services Building
1525 Sherman Street
Denver 80203

CONNECTICUT

Commission for Higher Education
P. O. Box 1320
340 Capitol Avenue
Hartford 06115

DELAWARE

Delaware Postsecondary
Education Commission
Delaware State College
Dover 19901

DISTRICT OF COLUMBIA

District of Columbia Commission on
Postsecondary Education
Suite 1023
1329 E Street, N. W.
Washington, D. C. 20041

FLORIDA

Florida Board of Regents
210 Collins Building
107 West Gaines Street
Tallahassee 32304

GEORGIA

Board of Regents
University System of Georgia
244 Washington Street, S. W.
Atlanta 30334

*The term "Statewide" includes the District of Columbia

HAWAII

Statewide Board of Regents
University of Hawaii
Honolulu 96882

IDAHO

Idaho State Board of Education
and Board of Regents of the
University of Idaho
614 West State Street, Annex #2
Boise 83720

ILLINOIS

Board of Higher Education
500 Reisch Building
119 South Fifth Street
Springfield 62701

INDIANA

Indiana Commission for
Higher Education
143 West Market Street
Indianapolis 46204

IOWA

State Board of Regents
Grimes State Office Building
Des Moines 50319

KANSAS

Board of Regents, State of Kansas
Merchants National Bank Building
Topeka 66612

KENTUCKY

Council on Public Higher Education
809 Capitol Plaza Office Tower
Frankfort 40601

LOUISIANA

Board of Regents
Suite 1530, One American Place
Baton Rouge 70825

Coordinating Council for Higher
Education
State of Louisiana Board of Regents
P. O. Box 44362, Capitol Station
Baton Rouge 70804

MAINE

Maine Postsecondary Education
Commission
State Department of Education and
Cultural Services
State Department of Education Building
Augusta 04330

MARYLAND

Maryland State Board for Higher Education
93 Maine Street
Annapolis 21401

MASSACHUSETTS

Board of Higher Education
182 Tremont Street, 14th Floor
Boston 02111

MICHIGAN

State Department of Education
Lansing 48902

MINNESOTA

Higher Education Coordinating Commission
Capitol Square Building, Suite 400
550 Cedar Street
St. Paul 55101

MISSISSIPPI

Board of Trustees of State Institutions
of Higher Learning
P. O. Box 2336
Jackson 39205

MISSOURI

Department of Higher Education
600 Clark Avenue
Jefferson City 65101

MONTANA

Board of Regents for Higher Education
1231 11th Avenue
Helena 59601

NEBRASKA

Nebraska Coordinating Council for
Postsecondary Education
c/o State Office of Planning-
Programming
State Capitol, P. O. Box 94601
Lincoln 68500

NEVADA

Board of Regents, University of
Nevada System
405 Marsh Avenue
Reno 89502

NEW HAMPSHIRE

New Hampshire Postsecondary
Education Commission
66 South Street
Concord 03301

NEW JERSEY

Board of Higher Education
225 West State Street
Trenton 08625

NEW MEXICO

Board of Educational Finance
Room 201
Legislative Executive Building
Santa Fe 87503

NEW YORK

Postsecondary Information Systems
99 Washington Avenue
Albany, 12230

Regents of the University of the
State of New York
Albany 12234

NORTH CAROLINA

University of North Carolina
General Administration
P. O. Box 2688
Chapel Hill 27514

NORTH DAKOTA

State Board of Higher Education
State Capitol Building
Bismarck 58505

OHIO

Ohio Board of Regents
State Office Tower, 36th Floor
30 East Broad Street
Columbus 43215

OKLAHOMA

State Regents for Higher Education
500 Education Building
State Capitol Complex
Oklahoma City 73105

OREGON

Oregon State System of Higher Education
P. O. Box 3175
Eugene 97403

PENNSYLVANIA

State Department of Education
P. O. Box 911
Harrisburg 17126

RHODE ISLAND

Board of Regents for Education
Rhode Island Department of Education
199 Promenade Street, Suite 203
Providence 02908

SOUTH CAROLINA

Commission on Higher Education
Rutledge Building, Suite 1104
1429 Senate Street
Columbia 29201

SOUTH DAKOTA

State Board of Regents, State
of South Dakota
State Capitol Building
Pierre 57501

TENNESSEE

Higher Education Commission
908 Andrew Jackson Building
Nashville 37219

TEXAS

Coordinating Board
Texas College and University System
P. O. Box 12788, Capitol Station
111 East 17th Street
Austin 78711

UTAH

Utah State Board of Regents
1201 University Club Building
136 East South Temple Street
Salt Lake City 84111

VERMONT

Vermont Higher Education Council
University of Vermont
Burlington 05401

VIRGINIA

State Council of Higher Education
for Virginia
911 East Broad Street, 10th Floor
Richmond 23219

WASHINGTON

Council for Postsecondary Education
908 East Fifth Street
Olympia 98504

WEST VIRGINIA

West Virginia Board of Regents
1316 Charleston National Plaza
Charleston 25301

WISCONSIN

Board of Regents of the University
of Wisconsin System
1860 Van Hise Hall
University of Wisconsin
Madison 53706

Higher Education Aids Board
115 West Wilson Street
Madison, 53706

WYOMING

Wyoming Higher Education Council
State Capitol Building
2422 Carey Avenue
Cheyenne 82202

APPENDIX B

SURVEY OF METHODS USED IN CALCULATING
FULL-TIME EQUIVALENT ENROLLMENT

1. What method does your state higher education commission use in calculating student FTE?

_____(1) A full-time student is one who is enrolled for at least 12 credit hours. Total part-time student credit hours are divided by 12, and the resulting quotient is added to the number of full-time students.

_____(2) Total student credit hours are divided by 12 for graduate and professional students and 15 for undergraduate students.

_____(3) Other methods - please explain in detail and define any terms such as full-time student, part-time student, etc.

2. Please indicate which calendar system(s) is (are) used by your state and how many institutions use each system.

_____(1) Quarter
_____(2) Semester
_____(3) Trimester
_____(4) Other - Please specify:_____

3. If you have institutions on different calendar years, do you use any method of converting FTE to one base? (If yes, please explain.)

_____

_____

4. If you wish to receive a copy of this study, please check here _____.

Since we would like to prepare the report as quickly as possible, we would appreciate your returning this questionnaire by June 10, 1976.

Thank you very much.

APPENDIX C

Dr. Robert A. Huff
Executive Secretary
Board of Educational Finance
Room 201
Legislative Executive Building
Sante Fe, New Mexico 87503

Dear Dr. Huff:

I would like to request your assistance in providing information regarding the methodology used by your state to calculate full-time equivalent (FTE) student enrollment for institutions of higher education. I realize that your time is limited and that you receive many requests of this nature; however, I am sure that you understand the need for identifying the differences that exist between states in calculating FTE enrollment.

As I am sure you are aware, Congresswoman Edith Green set forth a bill in 1973 which would have allocated federal funds to institutions of higher education based on their FTE enrollment. While that portion of the bill was not enacted, it did point out some of the financial inequities that could have been incurred by some states depending on their definition of FTE enrollment.

It is my intention to analyze the materials from the 50 states and to prepare a document which can be used in making more meaningful interpretations of enrollment counts, appropriations per FTE's, and other data which utilize the FTE as a base.

I would appreciate your assistance and will be pleased to provide you with a copy of the results at the completion of the study.

Sincerely,

APPENDIX D

FTE CALCULATION METHODS AS REPORTED BY INDIVIDUAL STATES

Alabama

The Commission of Higher Education in Alabama utilizes three different types of FTE figures: fall credit hour production, FTE, annual credit hour production FTE, and fall headcount FTE.

--Fall credit hour production FTE is calculated by dividing fall credit hours by 15 for the undergraduate level, 12 for the grad-1 (master's level), and 9 for the grad-2 (doctoral) level.

--Annual credit hour production FTE is calculated by first converting all credit hours to a semester hour base. For this conversion, quarter hours are multiplied by 2/3. The total semester hours are then divided by 30 for undergraduate, 24 for grad-1, and 18 for grad-2 to obtain an annual FTE figure.

--Fall headcount FTE is derived from the enrollment figures submitted to the U. S. Office of Education on HEGIS form 2300-2.3, "Opening Fall Enrollment." Part-time students at an institution are divided by 3 and added to full-time students (as defined by each institution) to generate this FTE enrollment measure.

The Commission's budget recommendations are based on total credit hours produced - by student level and academic discipline - and not on FTE figures. For comparative purposes the fall credit hour production FTE figure is used.

In junior colleges and community colleges a full-time student is one who is enrolled for at least 12 credit hours. Total part-time student credit hours are divided by 12, and the resulting quotient is added to the number of full-time students. State officials have indicated that calculation of FTE's in the junior and community colleges is under revision.

Alaska

The Alaska Board of Regents did not reply.

Arizona*

Arizona uses two different methods of calculating FTE.

The Community College System establishes an average of credit hour production for the fall and spring semesters and then divides by fifteen to determine FTE.

Through 1976, the Arizona Board of Regents used a second method for calculating FTE in the Arizona University System which combines student levels and course levels to determine FTE. Undergraduate full-time equivalents are determined by dividing total residence undergraduate credit hours by fifteen in course levels for which matriculated undergraduate students are registered. Graduate FTE's are determined by dividing total graduate course credit hour loads by ten. Undergraduate courses taken for graduate credit by graduate students must be designated as graduate credit regardless of undergraduate course level in determining FTE graduate enrollments. Nursing FTE students include undergraduate and graduate enrollments. Headcount enrollments in medicine are equated to FTE enrollments to determine FTE. For the fall of 1977, the Board has approved a course level count which will determine whether the SCH generated

*Additional materials were provided, but not included in this document.

will be counted as undergraduate or graduate FTE. The same divisors will be used.

Arkansas

FTE is calculated by the Arkansas Department of Higher Education for all students by dividing fifteen hours per semester into the total student credit hours produced.

California*

Different methods are used to calculate FTE students in California. The University of California calculates FTE students by level of student; i.e., lower division, upper division, graduate I, graduate II and uses an FTE conversion factor (1.0 or less) as a basis for determining FTE. Other institutions such as the California State University and Colleges calculate FTE students by level of instruction; i.e., undergraduate or graduate. The standard FTE for students at the California State University and Colleges is fifteen credit hours for both the undergraduate and graduate levels.

Colorado

The total student credit hours are divided by fifteen for undergraduate and graduate students to determine FTE enrollments. In converting FTE figures for institutions on different calendar years to one base, semester and trimester total student credit hours (SCH) are divided by thirty, and quarter SCH's are divided by forty-five.

Connecticut

Full-time undergraduate students are those registered for twelve or more semester credit hours. Part-time students are converted to full-time by dividing the total number of semester credit hours by

*Additional material was provided, but was not included in this document.

fifteen. Full-time graduate students are those registered for nine or more semester credit hours. Part-time graduate students are converted to full-time by dividing the total number of semester credit hours by twelve.

In Connecticut, state technical colleges use quarter calendar systems while universities, state colleges, and community colleges use semester calendar systems. In the technical colleges, full-time students are those registered for fifteen or more credit hours. The method used to convert these to one base is to divide the credit hours of part-time students by eighteen.

Delaware

Full-time equivalent students are institutionally defined in Delaware. At least four systems are used.

(1) FTE is calculated by dividing total student contact hours by 16 (at public community colleges).

(2) FTE is calculated by dividing part-time credit hours by 12 and adding that figure to full-time student enrollment.

(3) FTE is calculated by dividing total credit hours by 15 for undergraduate and by 9 for graduate students.

(4) FTE is calculated by dividing part-time students by three and adding that figure to the full-time enrollment.

District of Columbia

The Federal City College and D. C. Teachers College divide total undergraduate student credit hours by twelve and total graduate student credit hours by nine to compute FTE. The Washington Technical Institute divides by fifteen the total student credit hours. It should be noted that these three institutions are scheduled to be consolidated into the University of the District of Columbia in August, 1977; and it is presumed that

after that time only one definition of FTE will be used.

Florida

The calculation of FTE in public universities is done by dividing total student credit hours of graduate and professional students by twelve and total undergraduate student credit hours by fifteen. Public community colleges calculate FTE by dividing total semester credit hours generated on an annual basis by thirty.

Budgeting requires in addition, annualizing. The University System uses a four-quarter average, but the community colleges assume a two-semester base with summer as an add-on.

Georgia

Georgia did not return the questionnaire but did reply by letter. The Georgia definition of FTE is as follows:

A student taking 16-2/3 quarter credit hours for four quarters, or 66-2/3 quarter credit hours in a calendar year, is considered an Equivalent Full-time Student. In order to arrive at the FTE enrollment at a given institution in the University System of Georgia, the total number of quarter credit hours generated during the fiscal period is determined and then divided by 66-2/3.

Hawaii

Total student credit hours are divided by twelve for graduate and professional students, and fifteen for undergraduate students

Idaho

FTE enrollments are calculated as follows:

15 credit hours = 1 lower division FTE
12 credit hours = 1 upper division FTE
8 credit hours = 1 graduate FTE

Illinois*

Full-time equivalent students are institutionally defined in Illinois. Public universities calculate by adding the total number of students carrying twelve or more credit hours to the number obtained by dividing by twelve the total number of all credit hours generated by part-time students. Public community colleges calculate FTE by dividing all credit hours generated at the college by fifteen for any term (quarter or semester). Other institutions calculate FTE by adding the number obtained by dividing the part-time students by three to the number of full-time students.

Indiana

For FTE enrollment definition, fifteen credit hours are used for undergraduates, and twelve credit hours are used for graduates. For full-time vs. part-time headcount enrollment, a cut-off of twelve credit hours is used for full-time undergraduates and nine credit hours for graduate students. Full-time equivalent enrollments are reported separately from headcount enrollment figures.

Iowa

The following table shows the factors used to convert credits to FTE enrollment by term and by fiscal year:

	Per Term	Per Fiscal Year Quarter/Semester	
Undergraduate Students	15.5	46.5	31
Graduate Students	9	27	18
Professional Students	Headcount	Headcount	

The total number of credits for a fiscal year for undergraduate

*Additional material was provided, but was not included in this document.

students is divided by 46.5 for quarter systems and by 31 for semester systems to convert FTE's to one base.

Kansas

All of Kansas' institutions use a semester calendar system. FTE in this state is calculated by dividing undergraduate credit hours by fifteen, graduate credit hours by nine, and first professional student credit hours (includes new and Veterinary Medicine) by twelve.

Kentucky

Full-time equivalent enrollment is calculated by dividing the total undergraduate student credit hours by sixteen, the total graduate credit hours by twelve, then adding these two figures plus the headcount figures for first-professional students, residents, interns, post-doctorates, and doctoral independent study students.

Louisiana*

A uniform FTE ratio has not been established for institutions of higher learning in Louisiana. The following definitions, however, were utilized by institutions to respond to a recent Louisiana Board of Regents' enrollment questionnaire:

	FTE #1	FTE #2
Total Undergraduate	15 SCH's	12 SCH's
Master's/Specialist Professional	12 SCH's	9 SCH's
Doctorate	9 SCH's	6 SCH's

Maine

Full-time students are those carrying fifteen hours. Students carrying greater than nine hours are determined to be equivalent to full-

*Additional information was provided, but was not included in this document.

time. All other part-time students are divided by fifteen.

Maryland

The Commissioner of the Maryland State Board for Higher Education stated he had appointed a task force to consider enrollment data and full-time equivalency in higher education for Maryland. In identifying what method was used for calculating FTE in Maryland, all three responses were checked. For the HEGIS report, Maryland reports a full-time undergraduate student as one who is enrolled for at least twelve credit hours. Total part-time student credit hours are divided by twelve, and the resulting quotient is added to the number of full-time students. For budget purposes, an FTE is defined by taking total student credit hours and dividing by twelve for graduate and professional students and fifteen for undergraduate students. For facilities planning purposes, another method of calculating FTE is used by Maryland authorities. In this method, full-time day equivalent (FTDE) students are derived by taking HEGIS FTE enrollment (projected by the Maryland Council for Higher Education) and applying a percentage of enrollment occurring before five o'clock (based on credit hour information). The purpose of this definition is to insure that facilities are adequate for peak loads, but not unnecessarily large. Underneath this reply was a note which read:

> PLEASE NOTE: These definitions are currently under review by a task force of the Maryland State Board for Higher Education

Massachusetts

Total student credit hours are divided by twelve for graduate and professional students, and by fifteen for undergraduate students.

Michigan

Legislative action (ACT 263) of the Public Acts of 1975 (College

Recommended Enrollment Definitions for Maryland Public Institutions

	Undergraduate	Graduate	Law
HEGIS Definitions Higher Education General Informaion Survey U.S. Office of Education	Full time (FT enrollment = students in the fall semester taking at least 75% of a normal full time load (e.g., 75% of 15 credits = 12 credits). Part time (PT) enrollment = students enrolled for fewer credits than necessary to be classified as full time students. Full time equivalent (FTE) of part time enrollment should be computed by summing the credits taken by part time students and dividing this total by 15.	Full time (FT) enrollment = students in the fall semester taking at least 75% of a normal full time load (e.g., 75% of 12 credits = 9 credits). Part time (PT) enrollment = students enrolled for fewer credits than necessary to be classified as full time students. Full time equivalent (FTE) enrollments may be computed by the unit system (attached) developed by the University of Maryland provided this method meets federal requirements.	Full time (FT) enrollment = students in the fall semester taking at least 75% of a normal full time load. Full time law students should be those enrolled for 10 or more credits. Part time (PT) enrollment = students enrolled for fewer credits than necessary to be classified as full time students. Full time equivalent (FTE) of part time enrollment should be computed by summing all credits taken by part time students and dividing this total by 14.
Suggested Definitions for Facilities Planning - "FTDE" Definitions	Full time day equivalent (FTDE) enrollment should be computed by: $FTDE = \frac{\text{SCH taught before 5 p.m.*}}{15}$ where SCH = the student credit hours of enrollment taught on campus during the fall semester *or after 5 p.m. if that is larger	Full time day equivalent (FTDE) enrollment should be computed by: $FTDE = \frac{\text{SCH taught before 5 p.m.*}}{12}$ or concurrently, on a trial basis, FTDE = (Equated enrollment) x % before 5 pm*) where the equated enrollment is that computed by use of the University of Maryland "unit system" (attached) with the deletion of GTA units. *or after 5 p.m. if that is larger	Full time day equivalent (FTDE) enrollment should be computed by: $FTDE = \frac{\text{SCH taught before 5 p.m.*}}{14}$ where SCH = the student credit hours of enrollment taught on campus during the fall semester *or after 5 p.m. if that is larger
Suggested Definitions for Budget Planning - "Derived FTE" Definitions	Community Colleges - as prescribed by law Derived FTE = All Credits Hours ÷ 30 Four Year Institutions - $\text{Derived FTE} = \frac{\text{Credit hours* for fall \& spring}}{30}$ *as in the third or fourth week and including (a) equated credit hours of development or remedial work on campus, (b) evening programs on campus that are directly related to day programs, and (c) staff development courses.	Derived FTE = (master's course credits) ÷ 24 + (doctoral course credits) ÷ 18 + (master's research credits) ÷ 16 + (doctoral research credits) ÷ 8 where these credits are the total credits taught per year in each category.	Derived FTE = (1) x (FT Day Students) + (.75) x (FT Evening Students) + full time equivalents of part time students as defined above for HEGIS purposes

NOTE: Individual campuses often employ their own, more detailed, definitions for student fee purposes. Projected FTE and FTDE enrollments should be derived from the current YCUE model since actual SCH figures will not be available. These projections should have joint approval as stimulated by climate [illegible]

and University Appropriations) of Michigan provides the following definitions of full-time equivalent enrollment:

> (b) Fiscal year equated students (FYES) and calendar year equated students (CYES) which are defined as the number of semester student credit hours divided by thirty-one for undergraduates, by twenty-four for master's level students, by sixteen for doctoral level students, the number of quarter term student credit hours divided by the equivalent factors of forty-six, sixty-five, thirty-six, and twenty-four, respectively, and the number of full-time students and part-time students prorated to full-time enrolled in professional programs.

Minnesota

For enrollment calculating purposes, total credit hours are divided by 15 for both undergraduate and graduate students.

For appropriations purposes, total credit hours are divided by 15 for both undergraduate and graduate students for the State University System. One of the state universities, Metropolitan State University has been considered separately. It is a relatively new, non-traditional upper division institution in St. Paul. Another state university, Southwest State in Marshall, has received some special funding due to dramatic enrollment declines.

For appropriations purposes for the University of Minnesota, total credit hours are divided by 15 for undergraduate students and 10 for graduate students.

Area vocational technical institutes are separate and are funded differently.

Mississippi

FTE's for undergraduate students are calculated by totaling the number of students enrolled for twelve or more credit hours (full-time

students), and adding to this number the total of part-time student credit hours divided by twelve. For graduate students, the FTE's are calculated by using nine in place of twelve.

Missouri

Total student credit hours are divided by twelve for graduate students and by fifteen for undergraduate students. Missouri has determined that FTE computation may vary among the first professional areas so they are going through a period of each institution computing its own FTE for each applicable area. Their intent, probably within the coming year, is to make comparisons fo institutional methodology and, then, to establish a state-wide formula on the basis of those comparisons.

Montana

Montana FTE's are calculated by taking the total student credit hours* and dividing by twelve for graduate and professional students and fifteen for undergraduate students.

Nebraska**

Nebraska did not return the questionnaire but did provide FTE information in a letter. Their method of calculating FTE enrollment for Technical Community College Areas is defined by statute. The University of Nebraska and the State Colleges also utilize this definition, although they are not required to do so by statute.

*The academic year FTE (average of three quarter terms or average of two semester terms) is total student credit hours divided by thirty-six for quarter hours and twenty-four for semester hours for graduate and professional students. Undergraduate FTE's are determined by dividing by forty-five quarter hours or thirty semester hours.

**Additional material was provided, but was not included in this document.

The definition as stated in Laws 1975. LB 334 2 is:

> (5) A full-time equivalent student shall mean (a) a registered student who in a twelve month period is enrolled in thirty semester hours or forty-five quarter credit hours of classroom or laboratory course work applicable to a degree, diploma, or certificate program, or (b) a registered undergraduate student who in a twelve month period is enrolled in nine hundred contact hours of classroom or laboratory course work applicable to a degree, diploma, or certificate program. A vocational and recreational community service program or courses shall not be included in determining full-time equivalent students or student enrollments; and (6) Full-time equivalent student enrollment total shall mean the total of full-time equivalent students enrolled in a technical community college in any fiscal year.

Nevada*

The total undergraduate student credits are divided by sixteen and total graduate student credits are divided by nine to arrive at an FTE figure. Professional school students carry a sixteen-credit hour load per semester; therefore, the headcount and FTE numbers are the same.

New Hampshire

FTE's are calculated by totaling the number of full-time students enrolled for at least twelve credit hours and adding to this number the quotient derived by dividing the total part-time student credit hours by twelve.

New Jersey

The State of New Jersey calculates FTE's by two different methods, depending on the type of institution. At Rutgers University,

*Nevada State officials replied to the preliminary draft that the material was incorrect and they would provide corrected material. (Not received 11-14-76)

the New Jersey State Colleges, and the New Jersey Institute of Technology, the following method is employed:

> Sixteen equalized credit hours a semester equals one undergraduate FTE.
>
> Twelve equalized credit hours a semester equals one graduate FTE (includes law but not medicine).
>
> (An equalized credit hour is equivalent to 800 minutes of instruction; e.g., 50 minutes per week for 16 weeks = 800 minutes)

At the state's community colleges, the following method is employed:

> One full-time FTE equals any student carrying twelve or more credit hours a semester.
>
> One part-time FTE equals fifteen credit hours a semester.
>
> Added to the full-time and part-time FTE's are non-credit FTE's which are calculated by dividing total student contact hours a semester by 225.

New Mexico

FTE's are calculated by taking the total student credit hours and dividing by twelve for graduate and professional students and fifteen for undergraduate students.

New York

The State of New York uses several methods for computing FTE's. Both the City University and the State University, which comprise New York State's public sector, use different methods. Private colleges and universities in many cases have devised their own formulas to meet their individual needs. The New York State Education Department has in the past computed FTE's in at least three different ways for various purposes. At the present time, the State Department is encouraging institutions to go to a credit hour by level of instruction base for the calculation of FTE's and

the university is currently moving in that direction.

City University of New York

A. Undergraduate FTE's = total number of credits taken during academic year by undergraduate students divided by 30.

B. Graduate and Part-time Doctoral FTE's = total number of credits taken during academic year by such students divided by 24.

C. SEEK, College Discovery, and Full-time Doctoral FTE's = total number of students (headcount).

D. Remedial, Extension, and Continuing Education FTE's = total number of contact hours taken by such students during the academic year divided by 450.

Private Institution - New York University

Total FTE's = full-time enrollment and part-time credit hours divided by either 15 or 16 dependent on school.

New York State Education Department

A. Weighted FTE = Takes number of students multiplied by course credit value by lower, upper, and graduate divisions. These student credit hours are divided by 15, 15, and 12 respectively to obtain full-time equivalent (workload) unit. An advanced doctoral FTE is calculated by dividing by 9.

   Total Weighted FTE's = undergraduate FTE's times 1 plus MA and first professional level FTE's times 1.6 plus doctoral level FTE's times 2.3.

B. Weighted FTE

   Total FTE's = full-time enrollment plus .3 (part-time undergraduates) plus .4 (part-time graduates) plus .15 (summer session undergraduates) plus .2 (summer session graduates).

C. Total FTE's

   Total FTE's = full-time enrollment (degree credit) plus part-time enrollment (degree credit) divided by 3.

Community Colleges (State University of New York)

Full-time equivalent is calculated by dividing student credit hours by 15. However, in budgeting the summer session is INCLUDED rather than excluded as is the case for the State operated State University campuses. This means that for budgeting in the Community College one has an annual "annual total" rather than an annual average of 2 semesters; (or 3 quarters).

The calculation is made by adding all of the credit hours taught throughout the year, including the summer session: The full-time equivalent for semester institutions is the total credit hours divided by 30; for "quarter" institutions the divisor is 45.

North Carolina

The University of North Carolina General Administration which has sixteen constituent institutions, calculates FTE's as follows:

FTE (Full-Time Equivalent of Part-Time Students)

Undergraduate Students

12 or more credit hours	=	1 FTE
9 to 12 credit hours	=	3/4 FTE
6 to 9 credit hours	=	1/2 FTE
Less than 6 credit hours	=	1/4 FTE

Graduate Students

9 or more credit hours	=	1 FTE
6 to 9 credit hours	=	3/4 FTE
3 to 6 credit hours	=	1/2 FTE
Less than 3 credit hours	=	1/4 FTE

The North Carolina State Board of Education has under study a proposal from the Community College/Technical Institute President's Association to revise FTE policies by simplifying student accounting procedures. They presently use a complicated system which calculates one annual FTE based on 704 scheduled contact hours. Their basic concept would remain

the same, but student membership hours would replace contact hours.

North Dakota

Several methods are employed by North Dakota to calculate student FTE for reporting which depend upon state or national data needs. For in-state reports, sixteen credit hours per student equals a full-time equivalent undergraduate, and twelve credit hours per student equals a full-time equivalent graduate student. For other reports FTE is based upon the definition that a full-time student is one who is enrolled for at least twelve credit hours. Part-time student credit hours are divided by sixteen for undergraduate and by twelve for graduate students and the resulting quotient is added to the number of full-time students.

Ohio

The total student credit hours are divided by fifteen for all undergraduate and graduate students except medicine, dentistry, optometry, and veterinary medicine for which a headcount basis is used. The annual FTE equals fall FTE plus one-third of the summer FTE.

Oklahoma

FTE's are calculated by taking the total student credit hours and dividing by twelve for graduate and professional students and by fifteen for undergraduate students per semester.

Semester total undergraduate hours ÷ 15 = 1 FTE student

Semester total graduate hours ÷ 12 = 1 FTE student

Professional students (medical, dental, law, veterinary medicine): 1 headcount student = 1 FTE student

Oregon

Total student credit hours are divided by fifteen to determine FTE's for graduate and professional students (excluding students at the

Health Science Center) and by fifteen for undergraduate students. All students at the Health Sciences Center are assumed to be full-time students. This definition is used for all quarter reports. Academic year FTE is based on the fall quarter FTE discounted by the drop from the fall headcount to the three-term average headcount enrollment. Fiscal year FTE calculations are seldom used.

Pennsylvania

FTE's are calculated using different methods for budgeting and reporting enrollments. For budgeting purposes, all credit hours produced during the fiscal year are totaled and the graduate credits are divided by twenty-four, while undergraduate credits are divided by thirty. For reporting enrollments, part-time students are converted to full-time equivalents by taking one-third of the part-time headcount and adding this figure to the number of full-time students. The definitions used for full and part-time students are the same as those used by the National Center for Educational Statistics. In the fall, Pennsylvania institutions will be given the option of converting by one of three methods--credit hours, adjusted headcount (one-third of the part-time headcount plus the total number of full-time students) or some other method presently in use at the institution.

Rhode Island*

The common definition of a full-time equivalent student utilized by the three public institutions in Rhode Island is as follows: FTE under-

*Rhode Island State officials replied to the preliminary draft that the material was incorrect and they would provide corrected material. (Not received 11-14-76)

graduates - fifteen credit hours per semester, FTE graduates - nine credit hours per semester. For example, forty headcount undergraduate students may be taking a total of 450 credit hours work in a semester. In terms of FTE students, this would mean 450 divided by fifteen to arrive at thirty FTE students. The thirteen private institutions of higher education in Rhode Island use a range of definitions allowed by the HEGIS form for calculating FTE enrollment.

South Carolina

In calculating FTE's, the total student credit hours are divided by fifteen for undergraduates and law students, by ten for master's level students, and by nine for doctoral level students. In 1977, master's level students will be divided by eleven.

South Dakota

Total student credit hours are divided by twelve for graduate students, by fifteen for law students, by nineteen for medical students, and by sixteen for undergraduate students.

Tennessee

FTE is calculated by taking the total student credit hours and dividing by twelve for graduate and professional students, and fifteen for undergraduate students.

Texas

The total student credit hours for the base year (summer, spring, fall) or the fiscal year (fall, spring, summer) are divided by thirty to calculate FTE.

Utah

The method employed by Utah to calculate FTE is the total under-

graduate student credit hours divided by fifteen and graduate student credit hours divided by ten.

Vermont

The Vermont Higher Education Council, which includes all public and private degree-granting institutions in the state, provided the following information on FTE. Total student credit hours are divided by twelve for graduate and professional students, and by fifteen for undergraduate students in calculating FTE's.

Virginia*

FTE's in Virginia are calculated by taking the total student credit hours and dividing by twelve for graduate and professional students and by fifteen for undergraduate students.

Washington

Student credit hours at the undergraduate course levels are divided by fifteen and student credit hours at graduate course levels (including thesis and dissertation) are divided by ten to equal student FTE.

West Virginia

FTE's are calculated by taking total student credit hours and dividing by fifteen for undergraduate and first professional students and by twelve for graduate students.

Wisconsin

FTE's are calculated by dividing the total student credit hours by twelve for master's level students, by seven for Ph.D. students, and by fifteen for undergraduate students.

*Additional materials was provided, but was not included in this document.

Wyoming

FTE's are calculated in Wyoming as follows:

The total student credit hours for community colleges are divided by twelve. University undergraduate total credit hours are divided by fifteen. University graduate total credit hours are divided by twelve.